

GLOBE INTERNATIONAL SCIENCE FAIR—JUDGING RUBRIC AND BADGES FOR K–2 SCIENCE PROJECTS

Level Element	Basic – 1	Progressing – 2	Good – 3	Superior - 4	Score
1. Summary	A very brief summary of the work is present.	A partially complete summary is present.	A complete summary of the report is present. The summary includes: <ul style="list-style-type: none"> • The problem, • Research questions, and • Conclusions. 	A well-written, complete summary is present that includes all of the components required at level 3.	
2. Research question(s) (required for acceptance)	Student-written question(s) are asked ; questions may be simple enough to answer without research or are beyond the scope of a GLOBE project report.	Student-written question(s) are asked, explained , and: <ul style="list-style-type: none"> • Concern some aspect of Earth’s environment, and • Could be answered by a GLOBE project. 	Student-written question(s) include all of the components at level 2, and: <ul style="list-style-type: none"> • Include why they are important. 	Clear, creative student-written question(s) include all of the components at level 3, and: <ul style="list-style-type: none"> • Are of scientific interest. 	
3. Student-led investigation plan	A brief investigation plan is present.	A partially complete investigation plan is present that describes a student-led research process.	A complete investigation plan is present that: <ul style="list-style-type: none"> • Describes a student - led research process, and • Lists the steps to complete project. 	A clear and complete investigation plan is present that includes the components at level 3, and: <ul style="list-style-type: none"> • Clearly outlines the steps to complete project, and • Describes the collaboration process. 	
4. Research methods: Extent to which GLOBE protocols are incorporated (required for acceptance)	A small portion of the investigation includes use of at least one GLOBE protocol .	At least one GLOBE protocol is used across most of the investigation.	At least one GLOBE protocol is used, and: <ul style="list-style-type: none"> • The data presented address at least one research question. 	A combination of GLOBE protocols is used, and: <ul style="list-style-type: none"> • The data presented are sufficient to answer the research question(s). 	

GLOBE INTERNATIONAL SCIENCE FAIR—JUDGING RUBRIC AND BADGES FOR K–2 SCIENCE PROJECTS

Level Element	Basic – 1	Progressing – 2	Good – 3	Superior - 4	Score
5. GLOBE data and data entry (required for acceptance)	GLOBE data were collected for the project.	GLOBE data were collected, and: <ul style="list-style-type: none"> Data from other GLOBE school(s) are included in the project. 	GLOBE data use includes all of the components at level 2, and: <ul style="list-style-type: none"> GLOBE data are entered into the GLOBE database. 	GLOBE data use includes all of the components at level 3, and: <ul style="list-style-type: none"> Data sources are clearly labeled by school. 	
6. Data summary: Using tables and/or graphics for data display (required for acceptance) <i>Other images are not scored for this element.</i>	Tables and/or picture graphs of data are present.	Tables and/or graphics are present that include either component at level 1, and: <ul style="list-style-type: none"> Maps, or Time series plots. 	Tables and/or graphics are present that include either component at level 2, and: <ul style="list-style-type: none"> Other appropriate visualizations of the data. 	Tables and graphics are present that include the components at level 3, and: <ul style="list-style-type: none"> Provide comparisons between data, and Display data described in the conclusion. 	
7. Conclusion (required for acceptance)	A conclusion is present	A conclusion is present and supported by the data.	A conclusion is present, supported by the data, and: <ul style="list-style-type: none"> Describes how the data support the conclusion. 	A thoughtful conclusion is present that includes the components at level 3 and: <ul style="list-style-type: none"> Explains how the conclusion was reached. 	
8. Response to judges' comments	A few brief responses are included that partially describe how the report addresses the comments.	Most of the comments are addressed by responses make connections to the report, with some indication of ways to improve.	Most of the comments are addressed by making clear connections between the report, revisions and the comments.	All comments are addressed by making clear connections between the report, revisions and comments. Responses clearly indicate additional insight gained by addressing the comments.	
Total score					

GLOBE INTERNATIONAL SCIENCE FAIR—JUDGING RUBRIC AND BADGES FOR K–2 SCIENCE PROJECTS

GLOBE INTERNATIONAL SCIENCE FAIR BADGE (ALL PROJECTS—OVERALL REPORT)

★	★★	★★★	★★★★
Report contains the five elements required for acceptance, clearly labeled. (2, 5, 6, 7 & 9)	Report contains six or seven of the elements listed, and is organized and well - presented.	Report contains all eight of the elements listed above, is organized and well presented. Most of the elements are scored at the 3-point level or above. Most of the writing is clear.	Report contains all eight of the elements listed above, is well organized, neat and well presented. All of the elements are scored at the 3-point level or above. Most are scored at the 4-point level. The writing is clear and focused.

ADDITIONAL BADGES (UP TO 5—OPTIONAL)

Level Badge	★	★★	★★★	★★★★
B1. Collaboration	All team members are listed.	All team members are listed, along with examples of contributions from each.	All team members are listed, along with a clear description of each student's contribution and how students helped each other.	All team members are listed, along with clearly defined roles, how these roles support one another, and descriptions of each student's contribution.
B2. Community impact	The report includes a description of a local or global issue.	The report describes how a local or global issue is related to the research.	The report describes how a local or global issue motivated the research.	The report connects a local or global issue to the research questions, and describes possible impacts of the results.
B3. Connection to local or network scientist	The report mentions that a scientist helped with the project.	The report describes input from a scientist.	The report describes how input from a scientist helped students understand the project.	The report describes collaboration with a scientist that helped students plan the investigation and understand the results.

GLOBE INTERNATIONAL SCIENCE FAIR—JUDGING RUBRIC AND BADGES FOR K–2 SCIENCE PROJECTS

B4. Interscholastic connection	The report includes GLOBE data from at least two different schools.	The report includes GLOBE data from at least two different schools, regions or countries, and describes how that the data are of the same kind or were collected at the same time . Data from the student expedition to Mt. Kilimanjaro may be included as part of this badge.	The report describes an interscholastic or international collaboration, including a comparison of the data collected and the results.	The report describes how students planned an interscholastic or international collaboration that includes all of the components for level 3.
B5. Engineering solution	The report describes a device or solution to a real-world problem.	The report includes all of the components for level 1, and describes the how the device or solution was designed.	The report includes all of the components for level 2, and: <ul style="list-style-type: none"> • Makes connections to student-generated data. 	The report includes all of the components for level 3, and: <ul style="list-style-type: none"> • Makes connections to scientific ideas.